

Planning your lesson

1. Which components and activities did you select? Why?

I choose to conduct a class using the Workplace Scenarios, specifically "The Missing Utility Knife". The activities included in the lesson were: reading the story with and without pictures, describing the story in their own words, considering the options, language and vocabulary practice, vocabulary match-up, personal dictionary, and special expression: "back". I found the lesson to be very interesting during the workshop and felt my students would be able to identify with the story. I was eager to apply the techniques learned and contribute some of my own.

2. What adaptations did you make to meet the needs of the students in your class? If you have a multi-level class, what modifications did you make to challenge the more proficient students and support those who are struggling?

To better incorporate the lesson of "Workplace Scenarios", the topic of employment needed to be introduced. Though, all the activities in the lesson were interesting, I felt my students would not benefit from all. I choose only several of the activities and incorporated other topics in order to minimize the feeling of repetitiveness. Changes were not made to the activities. However, plans were made to incorporate greater student interaction.

3. What types of interaction did you use to maximize language practice and to build student engagement?

Various types of interactions were incorporated in order to maintain student interest and to contribute to their understanding of the lesson. The type of interactions used included: student-teacher, student-student, and class discussion.

4. How did you organize the class during the various activities (whole class; small group, pair interaction)? Why did you choose that type of organization?

The class was organized using all of the three groupings previously mentioned. Since my class is conducted from 6 pm to 9 pm, students tend to be tired and show lack of interest. The shifting of organization styles keeps them moving and awake. I find it also promotes the contributing of a variety of opinions. It helps those who are quiet and those who are talkative maintain an active role.

After implementing the Lesson

1. Did the class go as you imagined? If not what happened and what adjustments did you make?

The lesson was introduced during the final hour of class. I began by introducing key words to look at within the text. I then read out loud the text and followed with questions. We participated in an in class discussion about the story. The following day

the students read the story silently and then took turns reading it out loud. I then followed with three activities (describing the story in their own words, considering the options, language and vocabulary practice). The rest of the activities were postponed for the following day. I previously planned to complete the lesson in two days but decided to introduce the lesson early. I believe this gave the students the opportunity to come back the next day with questions about the vocabulary. It also provided necessary repetition without allowing the students to become bored with the content in one day. Another change that occurred was the need for further discussions and clarification of activities.

2. If you were to teach the class again, what changes would you make and why?

I would include more vocabulary words to be reviewed before the reading of the material. It seems that the story contained many difficult words. I would also include a lesson on tenses in the course of the activities. This was a problem I encountered while doing the activities and felt including this review would be of benefit.

3. What advice would you give the other teachers who are planning a similar lesson?

I think it is very important to hold class discussions. Even though the lesson is straight forward there is still room for confusion. The class discussions not only get the students involved, they also allow them to practice the language. It is important to note that repetition will help them remember but may also push the student to loose interest. Overall the lesson was very interesting to the students and promoted active learning.

Employment Overview

Work- Jobs

- Types of employment
Ex: construction worker, cook, etc

Topics of possible discussion:

How to apply for a job?

How to prepare for an interview?

What types of questions are asked in an interview?

Other Key Words

co-workers

inside

bench

rush

complete

stole